

ICT



Lesson preparation book

prep3

Second term



Teacher ' s Biography

Name:

School:

The educational administration:

Qualification:

Teaching Subject:

Comprehensive School:

The school to which he is delegated:

Date of appointment:

The job is on the staff:

Teacher Code:

Mobile Number:

Teacher

Supervisor

School Principal

Daily class schedule

Session Day	Second	Second	Third	Fourth	Fifth	Sixth	Seventh	Eightieth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Session Day	Second	Second	Third	Fourth	Fifth	Sixth	Seventh	Eightieth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Teacher

Supervisor

School Principal

General objectives of the subject of Computer Science

At the end of the Second term the student will be able to:

- **Providing** students with the appropriate amount of scientific and basic knowledge and skills related to information technology.
- **Develop** basic scientific thinking skills with a focus on modern technological skills through their interaction with the computer.
- **Training** students to work in a team by practicing computer techniques.
- **Developing** self-education skills in order to access the correct information by themselves through the use of computers.
- **Developing** students' awareness of the importance of using computers in all areas of life.
- **Students'** appreciation of the role that computers play in problem solving.
- **Students** familiarize themselves with the computer and deal with its programs without intimidation.
- **Developing** the Egyptian personality capable of facing the challenges of the third millennium in the technology and information revolution.
- **Acquiring** the right ethics and behaviors in dealing with others through the means and tools of information and communication technology.

Teacher

Supervisor

School Principal

The Specified Objectives of Computer

At the end of the Second term the student will be able to:

- ▽ **Use** of different data.
- ▽ **Clarify** the concept of personalization clause.
- ▽ **Prioritizing** the execution of calculations.
- ▽ **Clarify** the uses of the if...then conditional statement
- ▽ **Using** the If... Then... Else statement
- ▽ **Define** the concept of iterative loops.
- ▽ **Define** cyber bullying.
- ▽ **Distinguishing** forms of electronic infringement.
- ▽ **Track** the correct behavior in the face of electronic infringement.
- ▽ **Request** assistance from responsible individuals and bodies when exposed to electronic infringement.

Teacher

Supervisor

School Principal

Distribution of computer and information technology content
For 3rd.Prep - Second Term

week	Activity	Accompanying activities
1	Chapter One Data Data Types Constant & Variables	Training (1-1) Training (1-2)
2	Constant & Variables Assignment	Training (1-3) & (1-4) & (1-5)
3	Priorities for implementing mathematical operations Errors	The student gives mathematical expressions and calculates them according to the priorities of the implementation of arithmetic operations. Examples of different types of errors
4	Solve the Second chapter questions	
5	Chapter Two Branching If... Then If...Then..Else...	Understanding converting a flowchart into an IF statement Examples of different forms of a conditional expression Training (2-1)&(2-2)&(2-3)
6	Branching Select...Cas	Training (2-4) Training (2-5)
7	Solve the second chapter questions	
8	Chapter Three Looping & Procedures For...Next	Training (3-1) Training (3-2)
9	Continued For... Next Control the beginning, end, and	Training (3-3) Training (3-4)

	increment of the For... Next statement	
10	Do while	Training (3-5) Converting for clauses into do while Training (3-6)
11	Procedure Announcing the Sub	Training (3-7) Training (3-8)
12	Announcing a Function	Training (3-9)
	Solve the third chapter questions	
13	Chapter Four Cyberbullying	
14	General Review	

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				One	2	Constant & Variables

Introduction / What is the difference between constants and variables?

Lesson objectives/

-Declare constants and variables in a correct manner **- Recognizes** the importance of the allocation clause. **-Differentiate** between constants and variables.

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Work Values Work Values: Discipline Global Issues: Research Exploration	whiteboard - Presentation -Electronic Book		Brainstorming □ Dialogue and discussion	Constants Declaration: The Const command is used to declare constants in VB.NET language, as Presentation n by the following formula Const Constant_Name As Data Type = Value Variables: Variables are places reserved in the computer's memory RAM, their value usually changes during the running of the program and the variable can take an initial value. Variables Declaration The Dim command is used to declare variables in VB.NET language, as Presentation n by the following formula: Dim Variable_Name As Data Type = [Initial Value] Note: If the value of the constant is literal, it is placed in the"" signs, and if it is a date or time, it is placed in the # #signs. Assignment clause: Assignment means placing or assigning a value to a constant or variable, and the assignment sentence is two parties with a sign (=) The left party represents the name of the variable or constant in which the value is received or stored on the right side, and this is illustrated by the following example: Area = 5*3 It is clear from the code that the product of the numbers 5 and 3 is assigned to the variable Area	"Using VB.NET, use the Const statement to declare constants."	"Using VB.NET, create simple formulas (or expressions)."	Solving the questions in the school textbook
Weekly Assessment				Complete: - To declare constants uses (.....).			

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				One	3	Priority rules of Arithmetic operations and errors

Introduction / What are the priorities for performing calculations?

Lesson objectives/

1-Identify the priorities of calculations. **2-Manages** to solve some arithmetic problems. **3-Realizes** the importance of the priorities of arranging calculations.

Skills, values and issues covered in the lesson				Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject			Educational activities	Formative assessment	Evaluation			
Learning to Be: Work Values Work Values: Cooperation Global Issues: Research Exploration				whiteboard - Presentation -Electronic Book		□ Brainstorming □ - Practical Training	Priority rules for Arithmetic operations: 1) Applying the process inside the brackets from the inside to the outside. 2) Applying the exponent. 3) Applying multiplication or division process from left to right, wherever comes first. 4) Finally, the Application of the addition or subtraction process from left to right, wherever comes first.. Example A =2+3*4:The correct answer is not (20) but(14) There are three types of error <table><tr><td>Run Time Error They are errors detected when running the program and are often in codes such as the customization clause</td><td>Logic Error These errors appear when we get error results after running the program, due to the formulation of arithmeticor logical expressions in an error .that leads to error results</td><td>Syntax Error These are errors in the general syntax of languagecommands,</td></tr></table>			Run Time Error They are errors detected when running the program and are often in codes such as the customization clause	Logic Error These errors appear when we get error results after running the program, due to the formulation of arithmeticor logical expressions in an error .that leads to error results	Syntax Error These are errors in the general syntax of languagecommands,	"Through discussion with your teacher, identify errors and attempt to resolve them."	"With your teacher's assistance, identify the arithmetic operations and try to solve them."	Solving the questions in the school textbook
Run Time Error They are errors detected when running the program and are often in codes such as the customization clause	Logic Error These errors appear when we get error results after running the program, due to the formulation of arithmeticor logical expressions in an error .that leads to error results	Syntax Error These are errors in the general syntax of languagecommands,													
Weekly Assessment							Complete: - Types of errors (..... , ,).								

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				One	4	Solve chapter questions

Introduction / What are the priorities for performing calculations?

Lesson objectives/ -Understand new concepts in the programming language such as constants and variables.

- **Mention** the important information gained from chapter 1

-**Solve** the questions in the textbook.

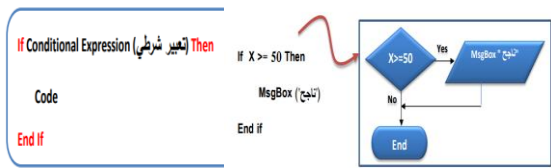
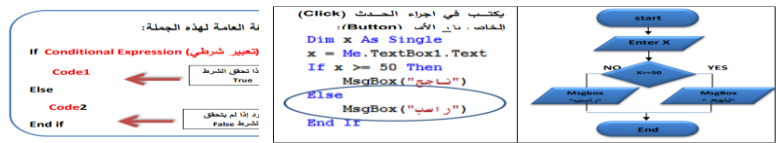
Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values: Perseverance Global Issues: Monitoring the Global Evolution of Operating Systems	whiteboard - Presentation -Electronic Book		☐ Dialogue and discussion ☐ - Training	<u>Mark (✓) for the correct statement and (×) for the incorrect one</u> 1) VB.NET is characterized by its ability to handle different types of data () 2) Handling different types of data is considered a disadvantage in VB.NET () 3) All data entered into a VB.NET program is stored temporarily in the computer's memory (RAM) () 4) All data types saved in the memory occupy the same storage space () 5) A good programmer is one who optimizes and rationalizes storage space in the computer's memory () 6) A student's total score is classified as Integer (Whole Number) data () 7) A student's name is classified as Miscellaneous Numerical data () 8) Student gender (Male or Female) is classified as Miscellaneous Logical (Boolean) data () 9) A student's photo can be classified as Character (String) data () 10) An employee's salary can be classified as Non-Integer (Decimal/Double) numerical data () 11) Every piece of data stored in the computer's memory occupies a specific storage space and range according to its data type. () 12) The data type determines the storage space it occupies in the memory and its minimum and maximum values () 13) Variables in VB.NET refer to storage locations in the computer's memory that have a name and a type ()	through discussion with your classmates, solve the Chapter One review questions	With your teacher's assistance, try to accomplish what you have learned in	Solving the questions in the school textbook
Weekly Assessment				Solving Chapter One Review Questions			

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				two	1	Branching with IF...then

Introduction / What is branching?

Lesson objectives/

1-Recognizes conditional expressions. 2-Use the phrase If... then. 3-Feel the importance of branching in the language of VB.net..

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Work Values Work Values: Exploration Global Issues: Facilitating the global use of technology	whiteboard - Presentation -Electronic Book		□ Dialogue and discussion □ Brainstorming	conditional expression consists of three parts: A logical sign preceded by a variable or constant The product of an arithmetic expression Abstract value or value of another variable or constant If the condition is met, it means that the result of the conditional expression True is executed a certain code, if the condition is not met, it means that the result of the conditional expression is False and another code is executed. Branching using If..... Then A conditional sentence or a branching sentence means that if the condition or conditional expression is fulfilled, then the code executes until it reaches the end of the if clause Branching using If.... Then... Else This syntax is used if there is "Code1" that will be executed if the result of condition is "true" , or another code "Code 2" is executed if the result of condition is "False."  	In collaboration with your classmates, create a conditional statement using "If... Then	With the help of your teacher, create a branching structure using "If... Then"	Solving the questions in the school textbook
Weekly Assessment				Complete: Branching is.....			

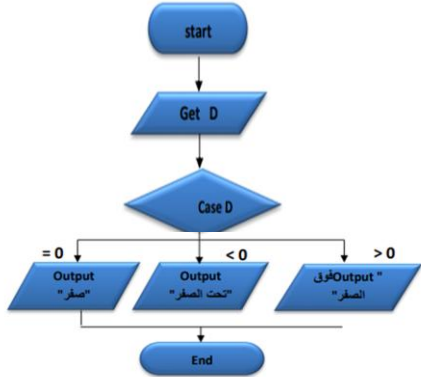
Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				two	2	Branching with Select...case

Introduction / When to use the Select select... case?

Lesson objectives/ 1. Differentiate between the sentence of... then and between the Select clause... case.

2. Write Select code... case in branching.

3. Recognize the importance of branching in the language of VB.net

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values: Clarity and Transparency Global Issues: Keeping pace with hardware and software development	whiteboard - Presentation -Electronic Book		☐ Dialogue and discussion ☐ Brainstorming	Branching using Case Select..... Case Select clause..... used when branching is dependent on the value of a variable (Variable) : is one and there are many conditions, which provides many codes and makes the code easier and clearer Select Case Variable Case value1 code Case value2 code Case value3 code Case else code  <pre> Private Sub Button1_Click(ByVal sender As System.Object, ByVal e As System.EventArgs) Handles Button1.Click Dim degree As Single Try degree = Me.TextBox1.Text Select Case degree Case 0 Me.Label2.Text = "صفر" Case Is < 0 Me.Label2.Text = "تحت الصفر" Case Is > 0 Me.Label2.Text = "فوق الصفر" End Select Catch ex As Exception MsgBox("ادخل عدد") Me.TextBox1.Focus() Me.TextBox1.Text = "" End Try End Sub </pre>	Using the branching statement "Select Case", write the appropriate codes	On the device in front of you, change the variable value using the "Select Case" branching structure	Solving the questions in the school textbook
Weekly Assessment				Mark ✓ or mark X: You use the phrase If. then when the branching is on the value of one variable and there are many conditions()			

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				two	3	Solve chapter questions

Introduction / What are the most important definitions of Class Two?

Lesson objectives/ 1. Mention important information gained from chapter 2.

.2Solve the questions in the textbook.

3. Recognize new concepts in the programming language such as conditional expression.

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values: Collaboration Global Issues: Participation in the digital world	whiteboard - Presentation -Electronic Book		☐ Dialogue and discussion ☐ Brainstorming	(1)Answer the questions with the help of the following code: <pre>IfX50 Then MsgBox("successful") End if</pre> A-Message Box is shown with the text "successful" when:..... B- If the value of X equals 50, the result of executing code is. C. If the value of X equals 62, the result of executing code is..... (2)Answer the following questions using the following code line: <pre>If x<0 Then msgbox(The number is positive)else msgbox(The number is negative)</pre> A-Write the conditional expression in the preceding statement..... B- The code to be executed when the condition is true is.....: C- The code to be executed when the condition is false 15.....:	In collaboration with your classmates, solve the Chapter Two questions	With the help of your teacher, try to accomplish what was taught in Chapter Two	Solving the questions in the school textbook
Weekly Assessment				Answer the following questions			

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				three	1	For...Next

Introduction / How do you repeat a specific command multiple times within a program?

Lesson objectives/ 1. Mention the concept of recursive loops

2. Use for... Next to execute code a specified number of times.

3. Feel the importance of recursive loops in VB.net language

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject		Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values: Clarity and Transparency Global Issues: Keeping pace with hardware and software development	whiteboard - Presentation -Electronic Book		Practical Training - ☒ Cooperative Learning	Use of the phrase (For... Next) Repetition sentence (for... Next) is a finite iteration sentence where it is used when we want to repeat a specific code of times.		in collaboration with your classmates, create a conditional statement using "If... Then	With the help of your teacher, create a branching structure using "If... Then	Solving the questions in the school textbook
				Variable	The name of the variable that represents the counter and its type must be numeric (integer or decimal)_			
				Start Value	is the value of the beginning of the counter or the beginning of the iteration, which is a numeric value.			
				End Value	is a value that is also numerical value			
				Add Value	the value of the counter increase or the value by which the counter increases until it reaches the end value			
				Code	One or more commands to be repeated between the beginning and end of the loop (Next.)			
				Important Note: -1If the value of the increase is positive 1, it is possible to dispense with writing Step Add Value, considering that the default value of the increase of the counter is positive 1 -2Write the name of the meter variable next to Next optional. Exercise: Design the next form window so that a message box with numbers 1:3 appears when you press the Presentation numbers 1 to 3				
Weekly Assessment				Complete:1-The Step coefficient in the For... Next it is.....				

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				three	2	Following For... Next

Introduction / Can the amount of increase in repetitive sentences be controlled?

Lesson objectives/

1-Display the numbers inside the textbox- **2.-Set** the Multiline property correctly. **3-Conclude** some observations about the sentence For... Next

Skills, values and issues covered in the lesson				Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation												
Learning to Be: Technological Awareness Work Values: Clarity and Transparency Global Issues: Keeping pace with hardware and software development				whiteboard - Presentation -Electronic Book		Practical Training - ☐ Cooperative Learning	The command (Me.Textbox1.Text="") can be added before the loop to clear the contents of the textbox before executing the loop. Display numbers inside the text box (Textbox) so that each number is in a new line by following the following: ▼ Multiline property is set to True for the TextBox1 control tool to handle multiple lines in the text box . ▼ Modify the code inside the loop by adding the input key code (vbCrLf.(▼ Control the beginning and end and the amount of increase in: For..... Next ▼ Other increment values can be specified after (Step), it may be a valid numeric value, a positive decimal value, or a negative. Various examples of employing the For.... Next sentence: We conclude from the examples in the previous table: ▼ The rate of increase of the variable can be determined by the word (Step) and then write a value or numeric variable . ▼ The rate of increase should be negative if the starting value is greater than the end value . ▼ The startor end value or the rate of increment can be a decimal number, and in this case the loop variable must be defined from a type that accepts decimals, such as the single type . ▼ Any of the start or end value or the rate of increase can be a variable <table><tr><td>For I = 1.5 To 0.5 Step -0.05 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد من 1.50 إلى 0.5 بنقائص 0.05 كل مرة.</td></tr><tr><td>For I = 1 To B Step C Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد من 1 إلى قيمة B بمعدل زيادة قيمة C. المثال</td></tr><tr><td>For I = 1 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد الفردية من 1 إلى 10</td></tr><tr><td>For I = 2 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد الزوجية من 2 إلى 10</td></tr><tr><td>For I = 3 To 20 Step 3 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد التي تقبل القسمة على 3 من 3 إلى 20</td></tr><tr><td>For I = 10 To 1 Step -2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next</td><td>لعرض الأعداد الزوجية مرتبة تنازليا من 10 إلى 1</td></tr></table>	For I = 1.5 To 0.5 Step -0.05 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد من 1.50 إلى 0.5 بنقائص 0.05 كل مرة.	For I = 1 To B Step C Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد من 1 إلى قيمة B بمعدل زيادة قيمة C. المثال	For I = 1 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الفردية من 1 إلى 10	For I = 2 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الزوجية من 2 إلى 10	For I = 3 To 20 Step 3 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد التي تقبل القسمة على 3 من 3 إلى 20	For I = 10 To 1 Step -2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الزوجية مرتبة تنازليا من 10 إلى 1	Use a loop statement to repeat a sentence for an infinite number of times	Summarize the steps you took to create an infinite loop	Solving the questions in the school textbook
For I = 1.5 To 0.5 Step -0.05 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد من 1.50 إلى 0.5 بنقائص 0.05 كل مرة.																					
For I = 1 To B Step C Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد من 1 إلى قيمة B بمعدل زيادة قيمة C. المثال																					
For I = 1 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الفردية من 1 إلى 10																					
For I = 2 To 10 Step 2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الزوجية من 2 إلى 10																					
For I = 3 To 20 Step 3 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد التي تقبل القسمة على 3 من 3 إلى 20																					
For I = 10 To 1 Step -2 Me.TextBox1.Text = Me.TextBox1.Text & I & vbCrLf Next	لعرض الأعداد الزوجية مرتبة تنازليا من 10 إلى 1																					
Weekly Assessment							Complete:1- Use a sentence..... to know how many repetitions in advance															

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				three	3	Do... While

Introduction / Can the loop be implemented conditionally?

Lesson objectives/ 1.Use the DO clause. While to execute code an indefinite number of times.

2- Recognize the use of the Do.. clause While.

3. Deduce some commands for the DO... While

Skills, values and issues covered in the lesson				Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values: Mastery and Verification Global Issues: Participation in the Digital World				whiteboard - Presentation -Electronic Book		Brainstorming- Dialogue and Discussion	Usage: Do..... While The phrase Do... While: To repeat a specific code for a number of times whose end is not known in advance, but based on a specific condition, so it is useful in the event that the number of repetitions is not known definitively The code between the beginning of the loop "Do While" and its end will be implemented as long as the conditional expression is true. If the condition is not met for any reason, we get out of the iterative loop , and implement the code after the Loop if it exists الطريقة الثانية <pre>Dim N, i As Integer N = TextBox1.Text ListBox1.Items.Clear() i = 1 Do While i <= N ListBox1.Items.Add(i) i = i + 2 Loop</pre> الطريقة الأولى <pre>Dim N, i As Integer N = TextBox1.Text ListBox1.Items.Clear() For i = 1 To N Step 2 ListBox1.Items.Add(i) Next</pre> <td> Through discussion with your teacher, find the difference between the two loop statements in the lesson. With the help of your teacher, repeat a specific code using: "Do... While Solving the questions in the school textbook </td> <td></td> <td></td>	Through discussion with your teacher, find the difference between the two loop statements in the lesson. With the help of your teacher, repeat a specific code using: "Do... While Solving the questions in the school textbook		
Weekly Assessment							Complete:1- . Use a sentence..... To repeat a particular code for a number of unknown times			

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				three	5	Function

Introduction / What is a function?

Lesson objectives/1 -Recognize the concept of Function.

2 -Acquire the skill of dealing with the function correctly.

3 -Recognize the importance of the function.

Skills, values and issues covered in the lesson				Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject			Educational activities	Formative assessment	Evaluation																
Learning to Be: Technological Awareness Work Values Cooperation and Sharing Global Issues: Participation in the Digital World				whiteboard - Presentation -Electronic Book		Active Learning - ☐ Active Application	Declare the Function (Function) : is a set of commands under a specific name, preferably expressing their function, applied to inputs or parameters, and returning a value Function declaration formula: Function Name (Parameters) As Datatype Code Return Value End Function <table><tr><td>Name</td><td>Expresses the name of the function</td></tr><tr><td>Data Type</td><td>Specifies the statement type of the return value from the Function function</td></tr><tr><td>Parameter</td><td>Represents the arguments that will be usedin the Code.</td></tr><tr><td>Code</td><td>A set of commands and instructions that will be executed when the Function function is called</td></tr><tr><td>Value</td><td>Value returned from the Function function</td></tr></table> Open the code window by pressing (F7)			Name	Expresses the name of the function	Data Type	Specifies the statement type of the return value from the Function function	Parameter	Represents the arguments that will be usedin the Code.	Code	A set of commands and instructions that will be executed when the Function function is called	Value	Value returned from the Function function	In collaboration with your classmates, determine the data type of the value returned by the function			With the help of your teacher, prepare the declaration format for the function			Solving the questions in the school textbook		
Name	Expresses the name of the function																											
Data Type	Specifies the statement type of the return value from the Function function																											
Parameter	Represents the arguments that will be usedin the Code.																											
Code	A set of commands and instructions that will be executed when the Function function is called																											
Value	Value returned from the Function function																											
Weekly Assessment							Put ✓ or X:Procedure is declared once and calls any number of times().																					

Grade	Class	Date	Period	Unit	Lesson	Lesson Title
PREP 3				four	1	Cyber bullying

Introduction / What is cyberbullying?

Lesson objectives/1. -Defines cyberbullying. **2.Identifies** the means of cyber infringement **3. -Follows** the correct behavior in the face of cyberbullying..

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Technological Awareness Work Values Social Responsibility Global Issues: Participation in the Digital World	whiteboard - Presentation -Electronic Book		Active Learning Training	Definition of Electronic Infringement: It is intentional aggressive behavior by another robot through electronic communication media. First: Forms of Cyber Infringement 1 -Harassment 2- .Embarrassment 3- .Threat 4- Blackmailing 5- annoyance 6- .intimidation Electronic media are the techniques used by the electronic aggressor, and they are many, including the following: Second: Electronic Media 1-Email. 2 .Facebook. 3 .Forums 4 .Blogger. 5 .Instant Message. Third: Forms of electronic infringement 1-Anonymity 2- Outing 3- Harassment 4- Exclusion 5 -Cyber stalking 6-Cyber threats 7-Flaming Fourth: Howto protect yourself from cyberbullying 1-Don't share your password with anyone. 2-Make a password that is difficult to predict. 3-Don't publish (post) any private data. 4-Avoid deleting Cyber bullying messages. 5-Don't interview anyone you know via the internet. 6-Be careful! Don't send any electronic messages when you are angry. 7-Inform your parents with what annoys you when you use the internet. 8-The download of software from the internet should be done under the supervision of your teacher or your parents.	In collaboration with your classmates, create a conditional statement using "If... Then	With the help of your teacher, create a branching structure using "If... Then	Solving the questions in the school textbook
Weekly Assessment				Put ✓or X: Harassment and blackmail from forms of cyber infringement ().			